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ABSTRACT

The guide is designed to help elementary school administrators and school communities in making decisions about FLES (foreign language in the elementary school) program design and implementation. An introductory chapter provides definitions of relevant program types (FLES, exploratory/FLEX, and immersion). The second chapter reviews the current status of FLES programs and describes the three basic program models. Chapter 3 outlines the considerations each school will have in selecting an appropriate program model and the practical decisions that must be made. The steps in planning effective FLES programs is addressed in chapter 4, and chapter 5 looks at common concerns in program planning, in question-and-answer format. The sixth chapter reviews the research basis for FLES programs and provides a bibliography of research studies. Chapter 7 through 10 examine these issues: instruction and activities in the FLES classroom; public relations and parent involvement; evaluation of program, teachers, and student progress; and the administrator's role in making a successful FLES program (coordination, articulation, curriculum development, scheduling, teacher recruitment and selection, teacher training, budgeting, classroom space and facility planning, instructional materials, advocacy, administrator self-evaluation). A bibliography for administrators is included. (MSE)

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